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ABSTRACT

A study was conducted which sought to determine where there were on-campus adult education graduate student organizations (GSOs), what they did, and how they did it. A list was compiled of all known college or university programs in adult education, both in the U.S. and Canada. A draft of the survey instrument was sent to each program for comments and corrections. A final copy was then sent and data were processed at Syracuse University, using the Statistical Package for the Social Sciences program. Survey results showed that most adult education programs were offered by state colleges or universities and that most programs offered masters degrees. Tabulated information was provided concerning the following areas: type of school, degrees offered, number of active students, on-campus adult education GSOs, number of years GSOs have existed, governance of GSOs, newsletter, activities, meetings, and funding. It was concluded that the typical adult education program, as well as its associated on-campus GSO, is offered by a state school, includes a masters program, has less than ninty-nine enrolled students, has had a GSO for less than a year, and the GSO has a formal organization with students in charge. The number of GSOs is expected to increase in the future. (CT)

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A GSO ATLAS

Mapping On-Campus Adult Education

Graduate Student Organizations

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Syracuse University
School of Education

A Report of a Survey
Conducted for the
Graduate Student Section
of the Adult Education Association
of the United States of America

October 1978

CE 020 267

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INTRODUCTION

The universities of today are training the adult educators of tomorrow. Such persons consider the education of adults their professional rather than their peripheral concern. And, as benefits professionals, they organize.

The Graduate Student Section of the Adult Education Association of the United States of America represents the current student body. As such, the Section receives pertinent inquiries from around the country. In response to a number of questions concerning on-campus adult education graduate student organizations (GSOs), the Section sponsored a descriptive study in 1977-78. This paper is the report of the study.

METHODOLOGY

There does not appear to have been any systematic data gathering in the past that addressed the description of on-campus graduate student organizations. Therefore it was necessary that the study be as comprehensive as possible, rather than merely an update of previous information. The technique of "mapping" was used to determine where there were on-campus GSOs, what they did, and how they did it.

A list was compiled of all known college or university programs in adult education, both in the United States and Canada. It should be noted that

Canadian adult educators are members of the Adult Education Association of the U.S.A. The initial basis for the list was the names and addresses of those students who had agreed to serve as liason persons between their school and the Graduate Student Section. Where there was no liason, letters were addressed to specific program chairpersons or faculty, if possible. A total of 79 programs were identified and received the mailing.

A draft of the survey instrument was developed and sent to the officers of the Graduate Student Section for their comments and corrections. A copy of the final instrument and the covering letter is included as Appendix A. A second mailing was made to those programs that did not respond.

Data were processed on the Syracuse University computer system, using the Statistical Package for the Social Sciences program. The SPSS program has the capacity for detailed and extensive statistical manipulation of data. However, the decision was made to limit the process for this study. As detailed below, the survey results showed that most adult education programs were offered by state colleges or universities and that most adult education programs offered Master's degrees. It would have been possible to present statistically significant positive correlations between state schools and/or programs offering Master's degrees and any given characteristic of on-campus GSOs. Whether such statistics would be useful, that is, provide significant interpretive insight, was questionable.

The data were grouped as a whole and also divided into regions as determined by the Department of Health, Education and Welfare (plus

Canada). The states included in each region are listed as Appendix B, along with the schools that responded to the study.

RESULTS

A total of 55 colleges and universities responded to the questionnaire, for a response rate of 69.62% of the programs identified. The computer generated information has been tabulated and will be discussed in the order in which the questions appeared on the survey instrument.

1. Type of School (Table 1)

Almost six times as many state as private colleges and universities offer programs in adult education. None of the responding schools classified themselves as "county" or "city". Cornell University was the "private/state" respondant.

It was possible to identify 79 colleges and universities offering graduate programs in adult education in 1978. In 1968, "at least 20" colleges and universities offered similar programs.[1] In 1934, there was only one program leading to degrees in adult education: that at Teachers College, Columbia University. Seven other colleges and universities offered a course in adult education, though none of these led to a degree with an adult education specialization.[2]

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1 "The Educators of Adults" by Cyril O. Houle in the Handbook of Adult Education edited by Robert M. Smith, George F. Aker and J.R. Kidd. (New York: Macmillan Publishing Co., Inc., 1970.) p. 116

2 "Courses in Adult Education" in the Handbook of Adult Education in the United States, 1934, Dorothy Rowden, editor. (New York: American Association for Adult Education, 1934) pp. 54-57

TABLE 1: TYPE OF SCHOOL

REGION		PRIVATE	STATE	PRIVATE/STATE
I	Total	1	3	
N=4	%	25.0	75.0	
II	Total	1	2	1
N=4	%	25.0	50.0	25.0
III	Total	1	5	
N=6	%	16.7	83.3	
IV	Total	1	11	
N=12	%	8.3	91.7	
V	Total	2	6	
N=8	%	25.0	75.0	
VI	Total	0	5	
N=5	%	0	100.0	
VII	Total	0	6	
N=6	%	0	100.0	
VIII	Total	0	2	
N=2	%	0	100.0	
IX	Total	0	3	
N=3	%	0	100.0	
X	Total	0	2	
N=2	%	0	100.0	
Canada	Total	2	1	
N=3	%	66.7	33.3	
OVERALL	Total	8	46	1
N=55	%	14.5	83.6	1.8

It is obvious that the professionalization of adult educators, as reflected in the availability of a college or university specialized graduate degree, has advanced rapidly. Between 1934 and 1968, programs were added at the rate of about 1.5 a year. In the last 10 years, the average rate of growth has been almost 6 programs a year.

2. Degrees Offered in Adult Education (Table 2 and Graph)

Eight different degrees were identified with an adult education focus. The Ed.S. degree, while not included in the survey instrument, was listed by almost 25% of the respondants in the "other" catagory. It was accordingly added to the final list of degrees.

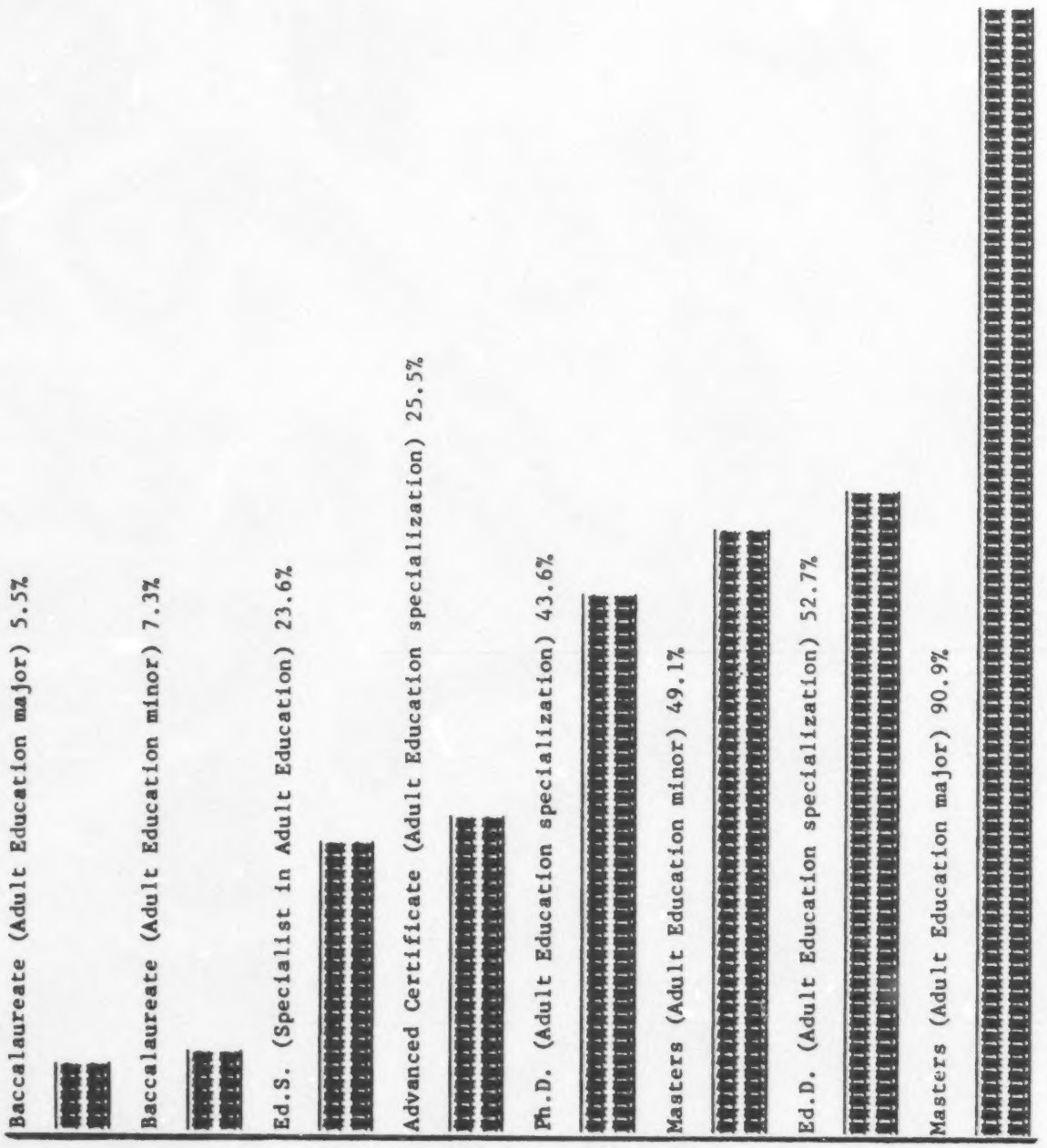
The accompanying graph shows these degrees in order of increasing frequency. The domination of the Master's degree with an adult education major is obvious. It is offered by 38% more programs than the next most frequent degree: the Ed.D. with an adult education specialization.

TABLE 2: DEGREES OFFERED IN ADULT EDUCATION

REGION		DEGREES* A	B	C	D	E	F	G	H
I	Total	0	0	2	4	2	0	1	1
N=4	%	0	0	50.0	100.0	50.0	0	25.0	25.0
II	Total	0	0	3	3	2	0	2	4
N=4	%	0	0	75.0	75.0	50.0	0	50.0	100.0
III	Total	0	0	3	5	2	1	2	3
N=6	%	0	0	50.0	83.3	33.3	16.7	33.3	50.0
IV	Total	1	1	7	12	2	4	2	6
N=12	%	8.3	8.3	58.3	100.0	16.7	33.3	16.7	50.0
V	Total	1	1	5	7	3	3	5	3
N=8	%	12.5	12.5	62.5	87.5	37.5	37.5	62.5	37.5
VI	Total	0	0	4	4	0	3	3	3
N=5	%	0	0	80.0	80.0	0	60.0	60.0	60.0
VII	Total	1	1	2	6	2	1	4	2
N=6	%	16.7	16.7	33.3	100.0	33.3	16.7	66.7	33.3
VIII	Total	0	0	0	2	0	1	0	2
N=2	%	0	0	0	100.0	0	50.0	0	100.0
IX	Total	0	0	0	2	0	0	3	3
N=3	%	0	0	0	66.6	0	0	100.0	100.0
X	Total	0	0	1	2	0	0	1	1
N=2	%	0	0	50.0	100.0	0	0	50.0	50.0
Canada	Total	1	0	0	3	1	0	1	1
N=3	%	33.3	0	0	100.0	33.3	0	33.3	33.3
OVERALL	Total	4	3	27	50	14	13	24	29
N=55	%	7.3	5.5	49.1	90.9	25.5	23.6	43.6	52.7

* A = Baccalaureate (Adult Education minor)
B = Baccalaureate (Adult Education major)
C = Masters (Adult Education minor)
D = Masters (Adult Education major)
E = Advanced Certificate (Adult Education specialization)
F = Ed.S. (Specialist in Adult Education)
G = Ph.D. (Adult Education specialization)
H = Ed.D. (Adult Education specialization)

Graph: DEGREES OFFERED IN ADULT EDUCATION, in order of increasing percentage of programs offering that degree


Baccalaureate (Adult Education major) 5.5%
Baccalaureate (Adult Education minor) 7.3%
Ed.S. (Specialist in Adult Education) 23.6%
Advanced Certificate (Adult Education specialization) 25.5%
Ph.D. (Adult Education specialization) 43.6%
Masters (Adult Education minor) 49.1%
Ed.D. (Adult Education specialization) 52.7%
Masters (Adult Education major) 90.9%

3. Combinations of Degrees Offered in Adult Education (Table 3)

If there is strength in diversity, there is strength in the professional programs in adult education. An attempt to discern a pattern in the combination of the eight degrees offered led to the conclusion that there is no pattern. Of the 55 programs that responded, 30 different combinations of degrees were identified. There were 18 combinations, or 33.7%, that were offered by only one programs. Seven combinations, or 12.7%, were offered by two programs. Two combinations, or 3.6%, were offered by three programs. The final three combinations, 1.8% each, were offered by four, five, and eight programs respectively. As might be expected, that one pattern shared by eight colleges and universities consists of the Master's degree with an adult education major as the only degree offered in the program.

TABLE 3: CONBINATIONS OF DEGREES OFFERED IN ADULT EDUCATION

TOTAL	PERCENT	DEGREES* A	B	C	D	E	F	G	H
1	1.8	X	X		X	X			X
1	1.8	X	X		X			X	
1	1.8	X			X	X			
1	1.8	X			X			X	
1	1.8		X		X			X	
1	1.8			X					
3	5.5				X				
1	1.8			X	X	X			
2	3.6			X	X	X		X	
2	3.6			X	X	X		X	X
2	3.6			X	X	X			X
1	1.8			X	X		X		
5	9.1			X	X		X	X	X
1	1.8			X	X		X		X
1	1.8			X	X			X	
4	7.3			X	X			X	X
3	5.5			X	X				X
1	1.8			X		X			X
8	14.5				X				
1	1.8				X	X		X	
1	1.8				X	X		X	X
2	3.6				X	X			X

* See following page

TABLE 3, contd.

TOTAL	PERCENT	DEGREES* A	B	C	D	E	F	G	H
2	3.6				X		X		
2	3.6				X		X		X
1	1.8				X			X	
2	3.6				X			X	X
1	1.8				X				X
1	1.8						X		
1	1.8						X	X	X
1	1.8							X	X
OVERALL									
55	99.5	4	3	27	50	14	13	24	29

* A = Baccalaureate (Adult Education minor)

B = Baccalaureate (Adult Education major)

C = Masters (Adult Education minor)

D = Masters (Adult Education major)

E = Advanced Certificate (Adult Education specialization)

F = Ed.S. (Specialist in Adult Education)

G = Ph.D. (Adult Education specialization)

H = Ed.D. (Adult Education specialization)

4. Number of Students Active in Adult Education Programs (Table 4)

Two programs did not respond to this question. Of those that did, the range of the number of students is from 12 to 30, the mean is 93 and the mode is 30. The six programs with student bodies totalling more than 200 increase the mean considerably beyond the mode.

The number of students was grouped for purposes of tabulating the results. The raw data are available if more detail is desired.

TABLE 4: NUMBER OF STUDENTS ACTIVE IN ADULT EDUCATION PROGRAMS

REGION		NUMBER OF STUDENTS 10-49	50-99	100-149	150-199	200-249	250-299	300-350
I	Total	2	0	1	0	1	0	0
N=4	%	50.0	0	25.0	0	25.0	0	0
II	Total	2	1	0	0	0	0	0
N=3*	%	66.6	33.3	0	0	0	0	0
III	Total	1	2	1	2	0	0	0
N=6	%	16.7	33.3	16.7	33.3	0	0	0
IV	Total	3	6	0	1	1	0	1
N=12	%	25.0	50.0	0	8.3	8.3	0	8.3
V	Total	2	2	0	2	0	1	0
N=7*	%	28.6	28.6	0	28.6	0	14.3	0
VI	Total	2	1	1	1	0	0	0
N=5	%	40.0	20.0	20.0	20.0	0	0	0
VII	Total	3	1	1	0	1	0	0
N=6	%	50.	16.7	16.7	0	16.7	0	0
VIII	Total	1	1	0	0	0	0	0
N=2	%	50.0	50.0	0	0	0	0	0
IX	Total	2	0	0	1	0	0	0
N=3	%	66.6	0	0	33.3	0	0	0
X	Total	1	0	0	0	1	0	0
N=2	%	50.0	0	0	0	50.0	0	0
Canada	Total	1	0	1	1	0	0	0
N=3	%	33.3	0	33.3	33.3	0	0	0
OVERALL	Total	20	14	5	8	4	1	1
N=53*	%	37.7	26.4	9.4	15.1	7.5	1.9	1.9

* Data were missing for 2 cases. The N was reduced accordingly.

5. On-campus Adult Education Graduate Student Organizations (Table 5)

Slightly more than one third of the respondant programs had GSOs. If this percentage holds true for the non-reporting programs, it is possible that there are 9 or 10 additional GSOs in the United States and Canada. It is more likely, however, that the lack of response to this particular survey indicates a lack of interest in adult education GSOs. It is also possible that the lack of a response indicates the demise of an adult education program.

If either or both of these speculations are true, then the 19 GSOs identified in this study represent a high percentage of the total in existence. Unless contact can be established with the non-responding schools, the only sure figure is that 34.5% of the programs providing information had on-campus adult education graduate student organizations.

TABLE 5: ON-CAMPUS ADULT EDUCATION GRADUATE STUDENT ORGANIZATIONS

REGION		DOES HAVE ORGANIZATION	DOES NOT HAVE ORGANIZATION
I	Total	1	3
N=4	%	25.0	75.0
II	Total	3	1
N=4	%	75.0	25.0
III	Total	1	5
N=6	%	16.7	83.3
IV	Total	2	10
N=12	%	16.7	83.3
V	Total	4	4
N=8	%	50.0	50.0
VI	Total	2	3
N=5	%	40.0	60.0
VII	Total	3	3
N=6	%	50.0	50.0
VIII	Total	0	2
N=2	%	0	100.0
IX	Total	2	1
N=3	%	66.7	33.3
X	Total	1	1
N=2	%	50.0	50.0
Canada	Total	0	3
N=3	%	0	100.0
OVERALL	Total	19	36
N=55	%	34.5	65.5

6. The Name of the GSO

Diversity is again apparent. Among those programs that shared their GSO name, no two shared the same name. The responses are listed alphabetically below. The blank indicates the name of the specific college or university.

A & O Graduate Club of _____

ACCE-GSA (Adult & Community College Education-Graduate Student Association)

Adult-Continuing Education Community

Adult/Continuing Education Graduate Association

Adult/Continuing Education Graduate Students' Club

Adult Education Club

Adult Education Graduate Student Organization

_____ Association of Adult Educators

_____ Education Society

Faculty/Student Interaction

FLEAS (Future Liberal Educators of Adult Students)

Graduate Student Steering Committee

Graduate Students Special Interest Section of /the state professional association/

Higher and Adult Education Association of _____

Master of Adult and Continuing Education Association

S.L.A.V.E. (Society of Learners in Adult and Vocational Education)

7. NUMBER OF YEARS GSO HAS BEEN IN EXISTENCE (Table 6)

Most adult education GSOs have been in existence one year or less. Considering the rapid increase in the number of adult education graduate programs in the last 10 years, this finding is understandable. The formation of a GSO is probably not high on the organizational agenda of a newly established program.

TABLE 6: NUMBER OF YEARS ORGANIZATION HAS BEEN IN EXISTENCE

REGION	NUMBER OF YEARS 1	2	4	5	6	8	10	NR*
I N=1	1							
II N=3	1	1				1		
III N=1	1							
IV N=2	1						1	
V N=4	2		1		1			
VI N=2	1			1				
VII N=3	1			2				
VIII N=0								
IX N=2	1							1
X N=1		1						
Canada N=0								
OVERALL N=19	9	2	1	3	1	1	1	1
%	47.4	10.5	5.3	15.8	5.3	5.3	5.3	5.3

* NR = No response to this question

8. GOVERNANCE OF GSOs (Tables 7, 8 and 9)

Slightly more than half of the GSOs have formal organizational rules. This degree of formality may be required by the college or university in order to be eligible for funding by student fees. As shown in Table 12, almost half of the GSOs receive some or all of their funding from this source.

Almost 90% of the planning and organization is done in whole or part by students. The large majority or planning, 63.2%, is done by students only.

Only one GSO has the student planners and organizers appointed by the faculty exclusively. The remaining GSOs are staffed by students who are elected, volunteer, or both.

Taken in combination, the results as reported in these tables indicate a high degree of student autonomy in the governance of adult education GSOs.

TABLE 7: CONSTITUTION, BYLAWS, OR OTHER FORMAL ORGANIZATIONAL RULES

REGION		DOES HAVE	DOES NOT HAVE
I	Total	0	1
N=1*	%	0	100.0
II	Total	3	0
N=3	%	100.0	0
III	Total	0	1
N=1	%	0	100.0
IV	Total	2	0
N=2	%	100.0	0
V	Total	0	4
N=4	%	0	100.0
VI	Total	2	0
N=2	%	100.0	0
VII	Total	2	1
N=3	%	66.6	33.3
VIII	Total	0	0
N=0	%	0	0
IX	Total	0	2
N=2	%	0	100.0
X	Total	1	0
N=1	%	100.0	0
Canada	Total	0	0
N=0	%	0	0
OVERALL	Total	10	9
N=19	%	52.6	47.4

* The N of cases now refers only to those programs with on-campus adult education graduate student organizations.

TABLE 8: ORGANIZATIONAL PLANNERS AND ORGANIZERS

REGION		FACULTY	STUDENTS	BOTH
I N=1				1
II N=3		1	1	1
III N=1			1	
IV N=2				2
V N=4			4	
VI N=2			2	
VII N=3			3	
VIII N=0				
IX N=2		1		1
X N=1			1	
Canada N=0				
OVERALL N=19		2	12	5
	%	10.5	63.2	26.3

TABLE 9: HOW STUDENT PLANNERS AND ORGANIZERS ARE CHOSEN

REGION		STUDENTS ELECTED	FACULTY APPOINTS STUDENTS	STUDENTS VOLUNTEER	STUDENTS ELECTED AND VOLUNTEER	NR*
I N=1		1				
II N=3					3	
III N=1				1		
IV N=2		1			1	
V N=4				1	3	
VI N=2					2	
VII N=3				1	2	
VIII N=0						
IX N=2			1			1
X N=1		1				
Canada N=0						
OVERALL N=19	%	3 15.8	1 5.3	3 15.8	11 57.9	1 5.3

* NR = No response to this question

9. ORGANIZATIONAL NEWSLETTER (Table 10)

About two-thirds of the GSOs have a newsletter, typically published irregularly and with its contents more likely to be chosen by the students than by the faculty and students in combination. Several GSOs were generous enough to submit samples of their newsletter. Copies are on file with the Graduate Student Section.

TABLE 10: ORGANIZATIONAL NEWSLETTER

REGION	GSO HAS NEWSLETTER		FREQUENCY OF PUBLICATION			CONTENTS CHOSEN	
	YES	NO	TWICE A SEMESTER	ONCE A SEMESTER	IRREGULARLY	BY STUDENTS	BY FACULTY AND STUDENTS
I N=1		1					
II N=3	3		1		2	1	2
III N=1		1					
IV N=2	2			1	1	2	
V N=4	3	1		1	2	2	1
VI N=2	2				2	1	
VII N=3	1	2			1	1	
VIII N=0							
IX N=2	1	1		1			1
X N=1	1				1		1
CANADA N=0							
OVERALL N=19*	13	6	1	3	9	7	6
%	68.4	31.6	7.7	23.1	69.2	53.8	46.2

* N=13 for calculation of Publication and Contents percentages.

10. ORGANIZATIONAL ACTIVITIES (Table 11)

The contents of this table are self-explanatory with the exception of the "other" category. These activities are listed below, none of which was offered by more than one GSO. The list is arranged alphabetically.

1. Give students a voice in state association.

2. Help off-campus students know what is taking place on-campus by special distribution of newsletter.

3. Invite graduate students from other departments and foreign students to participate in social functions.

4. Maintain and stock resource center library for students.

5. Meet with visiting professionals.

6. Organize a "retreat/workshop" for faculty and students.

7. Participate in softball team-intramurals.

8. Precipitate revolutionary change in the field of adult education.

9. Promote full talent and potential of students usually ignored by large institutions.

10. Provide educational information the formal department is unwilling or unable to share with students.

11. Send delegates to state and national conferences.

12. Sponsor inter-departmental community-wide conferences.

13. Sponsor theatre parties at special rates.

TABLE 11: ORGANIZATIONAL ACTIVITIES

REGION	MAINTAINS JOB SEARCH FILE	SENDS REPRESENTATIVES TO OTHER GSO'S	SENDS REPRESENTATIVES TO DEPT. MEETINGS	SPONSORS SOCIAL ACTIVITIES	SPONSORS CONTENT SESSIONS	PROVIDES COUNSELING BY STUDENTS	SPONSORS MINI-COURSES	PROVIDES/ SPONSORS OTHER ACTIVITIES
I N=1		1		1	1			1
II N=3	1	2	2	3	3	1	1	1
III N=1				1				
IV N=2	1	1	1	2	2	2	1	
V N=4	2	2	1	3	4	2	1	3
VI N=2	1	2	2	2	2	1	1	1
VII N=3		1		3	3	3	1	1
VIII N=0								
IX N=2	1			1	2	1		1
X N=1	1	1		1	1			
CANADA N=0								
OVERALL Total N=19	7	10	6	17	18	10	5	8
% *	36.8	52.6	31.6	89.5	94.7	52.6	26.3	42.1

* % = 100+ since multiple answers were possible.

11. FREQUENCY OF MEETINGS; SOURCE OF FUNDING (Table 12)

This table needs little interpretation. It should be noted that several GSO mentioned that some of their meetings were in the form of brown bag lunches. FLEAS, of course, sponsored flea bag lunches.

Organizational expenses were most frequently absorbed by the department. The "other" category included the following:

Expenses absorbed by faculty and student hosts at parties.

No-host dinners at local restaurants.

Funds raised through TGIFs, an international fair, and provision of coffee for all evening classes.

Honoraria put into special account to pay some costs.

One GSO reported that no funds were used.

Several GSOs reported that they charged membership fees.

TABLE 12: FREQUENCY OF ORGANIZATIONAL MEETINGS; SOURCE OF FUNDING

REGION	MEETING FREQUENCY				SOURCE OF FUNDING			
	ONCE A WEEK	ONCE A MONTH	THREE TIMES A SEMESTER	IRREGU-LARLY	DEPARTMENT ABSORBS	STUDENT FEES	BOTH	OTHER
I N=1				1			1	
II N=3	1			2	1		1	1
III N=1		1						*
IV N=2		2				2		
V N=4		2		2	2		1	1
VI N=2				2	1			1
VII N=3	1	1	1			2		*
VIII N=0								
IX N=2		1		1	1		1	
X N=1				1	1			
CANADA N=0								
OVERALL Total N=19 %	2 10.5	7 36.8	1 5.3	9 47.4	6 31.6	4 21.1	4 21.1	3 15.8

* No response

12. CROSS TABULATIONS: Responses by Degrees Offered (Table 13)
GSOs by Number of Students (Table 14)
GSOs by Type of School (Table 15)

Advantage was taken of the computer's flexibility to produce these three cross tabulations. Each of these tables could be analyzed in some depth. Only a few points will be isolated for purposes of brevity.

Only one of the eight private schools offers a baccalaureate program; most of the GSOs are found in programs with the fewest number of students; it is therefore not the pressure of numbers of students in the program that is most likely to result in a GSO; the percentage of private schools with GSOs is below the overall figure--25% rather than 34.5%--while the state figures are almost perfect duplications--34.8% and 65.2% for the state schools, 34.5% and 65.5% overall.

TABLE 13: RESPONSES ORGANIZED BY DEGREES OFFERED

DEGREE*		TYPE OF SCHOOL		NUMBER OF STUDENTS							GRADUATE STUDENT ORGANIZATION	
		PRIVATE	STATE	10-49	50-99	100-149	150-199	200-249	250-299	300-350	YES	NO
A	Total	1	3	1	1		2				1	3
N=4	%	25.0	75.0	25.0	25.0		50.0				25.0	75.0
B	Total		3		1	1	1				2	1
N=3	%		100.0		33.3	33.3	33.3				66.6	33.3
C	Total	2	25	7	8	1	4	4		1	11	16
N=27	%	7.4	92.6	25.9	29.6	3.7	14.8	14.8		3.7	40.7	59.3
D	Total	6	43	19	14	4	8	4		1	17	33
N=50	%	12.0	86.0	38.0	28.0	8.0	16.0	8.0		2.0	34.0	66.0
E	Total	3	10	6	4	2					5	9
N=14	%	21.4	71.4	42.9	28.6	14.3					35.7	64.3
F	Total	2	11	3	4	1	3	1	1		4	9
N=13	%	15.4	84.6	23.1	30.8	7.7	23.1	7.7	7.7		30.8	69.2
G	Total	4	19	8	5	3	6	2			14	10
N=24	%	16.7	79.7	33.3	20.8	12.5	25.0	8.3			58.3	41.7
H	Total	3	25	6	8	4	5	3		1	14	15
N=29	%	10.3	86.2	20.7	27.6	13.8	17.2	10.3		3.4	48.3	51.7

* A = Baccalaureate (Adult Education minor)
B = Baccalaureate (Adult Education major)
C = Masters (Adult Education minor)
D = Masters (Adult Education major)
E = Advanced Certificate (Adult Education specialization)
F = Ed.S. (Specialist in Adult Education)
G = Ph.D. (Adult Education specialization)
H = Ed.D. (Adult Education specialization)

TABLE 14: GRADUATE STUDENT ORGANIZATION ORGANIZED BY NUMBER OF STUDENTS

NUMBER OF STUDENTS		GRADUATE STUDENT ORGANIZATION	
		YES	NO
10-49	Total	7	13
N=20	%	35.0	65.0
50-99	Total	2	12
N=14	%	14.3	85.7
100-149	Total	3	2
N=5	%	60.0	40.0
150-199	Total	4	4
N=8	%	50.0	50.0
200-249	Total	1	3
N=4	%	25.0	75.0
250-299	Total	0	1
N=1	%		100.0
300-350	Total	1	0
N=1	%	100.0	
No Response	Total	1	1
N=2	%	50.0	50.0
OVERALL	Total	19	36
N=55	%	34.5	65.5

TABLE 15: GRADUATE STUDENT ORGANIZATION ORGANIZED BY TYPE OF SCHOOL

TYPE OF SCHOOL		GRADUATE STUDENT ORGANIZATION	
		YES	NO
Private N=8	Total	2	6
	%	25.0	75.0
State N=46	Total	16	30
	%	34.8	65.2
Private/State N=1	Total	1	
	%	100.0	
OVERALL N=55	Total	19	36
	%	34.5	65.5

CONCLUSIONS:

As a result of our mapping operation, we can draw a picture of the typical adult education program, as well as the on-campus graduate student organization associated with it.

The adult education program will be offered by a state school. The degrees will include the masters with an adult education major; the combination of this with the other degrees offered by this program will form a pattern unlikely to be duplicated in another adult education program. The number of actively enrolled students will total less than 99.

The graduate student organization will have a name unlike that of any other GSO, and will have been in existence less than one year. The GSO will have a set of formal organizational rules, with the students having the authority for planning and organizing. These students will be chosen by election and will volunteer their services to the GSO as well. There will be a GSO newsletter, published irregularly, with its contents chosen by the students. Organizational activities will include the sponsorship of both content sessions and social activities, as well as sending representatives to other GSOs. Meetings will be held irregularly. Costs will be absorbed by the department.

A final conclusion is that the number of on-campus adult education GSOs is likely to increase in the near future. Graduate programs in adult education, forming at the rate of about six per year, are turning their attention towards the inclusion of such organizations as part of the professional development of their students.

It is our hope that the results of this survey will ease the transition between conception and reality.

APPENDIX A: COVER LETTER AND SURVEY INSTRUMENT

For the purposes of this report, the survey instrument has been condensed from its original 11" by 14" size by eliminating some of the lines left blank for extended responses.

SYRACUSE UNIVERSITY
Adult Education SCHOOL OF EDUCATION
218-224 HUNTINGTON HALL | SYRACUSE, NEW YORK 13210
315/423-3421

February 22, 1978

Dear Colleague:

The Graduate Student Section of the Adult Education Association of the U.S.A. has received a variety of requests for information about on-campus graduate student organizations. These requests reflect a desire to form a graduate student organization but a lack of knowledge about what such a group looks like.

Many of us in the Section have had similar questions. What do on-campus organizations look like? How formal and structured are they? Do they meet regularly for scholarly discussions or irregularly for fun and games? Do they have a liason function beyond the organization? Do they have newsletters? How do they pay for all this? The questions go on.

Naturally we decided to conduct a survey. It is rather like contemplating our own navels but a great deal of wisdom seems to have been generated by such an activity in the past. If we discover anything about ourselves, other than lint, we promise to share the results with you. We plan on analyzing the results and writing a report to be presented at the AEA meeting in Portland, Oregon next fall. We will also make the information available to respond to requests about initiating new organizations or generating new ideas for existing organizations.

Please complete the enclosed form and return it to us by April 15, 1978. We have enclosed a stamped, self-addressed envelope for your convenience.

If you have any questions about the survey, please contact me or the current president of the Graduate Student Section, Barbara J. Jain, University of Illinois, 103 Illini Hall, Champaign, Illinois 61820.

Thank you for your cooperation.

Sincerely yours,

Davice G. Chimene, Chairperson
Task Force on Student Organizations
Graduate Student Section, AEA/USA

dgc
enc: Survey form
Stamped, self-addressed
envelope

ADULT EDUCATION ASSOCIATION GRADUATE STUDENT SECTION SURVEY

NOTE: The reporting of this data will include specific references to identified institutions.

DIRECTIONS: Please fill out both sides of this questionnaire and return it by APRIL 15, *in the stamped, self-addressed envelope provided.*

1. Name of institution: _____

2. Type of school (circle the appropriate answer)	Yes	No
a. Private	1	2
b. State	1	2
c. County	1	2
d. City	1	2
e. Other: _____		

3. What degrees in Adult Education are offered by your institution?

a. Baccalaureate (Adult Education minor)	1	2
b. Baccalaureate (Adult Education major)	1	2
c. Advanced Certificate (Adult Education specialization)	1	2
d. Masters (Adult Education minor)	1	2
e. Masters (Adult Education major)	1	2
f. Ph.D. (Adult Education specialization)	1	2
g. Ed.D. (Adult Education specialization)	1	2
h. Other: _____		

4. How many students are actively participating in all Adult Education degree programs at your institution? _____

5. Do you have an Adult Education graduate student organization on your campus? 1 2

IF "NO" you need **not answer any** *further questions but please do return the questionnaire,* **adding any comments** *you desire. Thank you for your cooperation.*

6. What is the name of the Adult Education graduate student organization on your campus? _____

7. Does your graduate student organization have a constitution, by-laws, or other formal rules and regulations? 1 2

8. How many years has your organization been in existence? _____

9. Do faculty members have the responsibility for organizing the group and planning activities? 1 2

10. Do students have the responsibility for organizing the group and planning activities? 1 2

If "YES":

a. Are these students elected?	1	2
b. Are these students appointed by faculty members?	1	2
c. Are these students volunteers?	1	2

		Yes	No
11.	Does your organization have a newsletter?	1	2
	If "YES":		
	a. How often is it published? _____		
	b. Who determines its contents?		
	(1) Faculty?	1	2
	(2) Students?	1	2
	(3) Both faculty and students?	1	2
12.	Does your Adult Education graduate student organization provide the following services or activities?		
	a. Maintenance of a "job search" file.	1	2
	b. Sending representatives to other graduate student organizations on campus.	1	2
	c. Sending representatives to department/faculty meetings.	1	2
	d. Sponsoring social activities.	1	2
	e. Sponsoring focused content sessions, perhaps including guest speakers or journal reviews, etc.	1	2
	f. Providing informal degree/course counseling by students for each other.	1	2
	g. Sponsoring faculty or student taught mini-courses.	1	2
	h. Other: _____		
	i. Other: _____		
	j. Other: _____		
13.	How often does your student organization meet?		
	a. Twice a month	1	2
	b. Once a month	1	2
	c. Once a semester	1	2
	d. Irregularly	1	2
	e. Other: _____		
14.	Are the costs of your Adult Education graduate student organization (duplicating, mailing, phoning, honoraria, etc.) absorbed by your department?	1	2
	If "NO", what is your funding source? _____		

15. Please feel free to tell us more about your graduate student organization.

_____

We would be delighted to receive any newsletters or other information about your graduate student organization that you would care to send us.

16. To whom shall we send a copy of the survey report at your school?

_____

YOUR COOPERATION IS VERY MUCH APPRECIATED.

APPENDIX B: HEW REGIONS AND PROGRAMS THAT RESPONDED IN EACH

REGION I = Conhecticut, Maine, Massachusetts, New Hampshire, and Rhode Island

University of Connecticut
Southern Connecticut State College
University of Maine, Portland-Gorham
Boston University

REGION II = New York, New Jersey, Puerto Rico, and the Virgin Islands

Cornell University
State University of New York, Albany
Syracuse University
Rutgers University

REGION III = Delaware, Maryland, Pennsylvania, Virginia, West Virginia, and D.C.

University of Delaware
University of Maryland, College Park
Virginia Commonwealth University
Virginia Polytechnical Institute & State University
George Washington University
University of the District of Columbia

REGION IV = Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee

Auburn University
Tuskegee Institute
Florida Atlantic University
Florida International University
Florida State University
Georgia Southern College
University of Georgia
Jackson State University
Mississippi State University
East Carolina University
North Carolina State University
University of Tennessee, Knoxville

REGION V = Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin

Northern Illinois University
University of Chicago
University of Illinois, Urbana-Champaign
Ball State University
Michigan State University
The Ohio State University
University of Wisconsin, Madison
University of Wisconsin, Milwaukee

APPENDIX B, continued

REGION VI - Arkansas, Louisiana, New Mexico, Oklahoma, Texas

University of Arkansas
Central State University
University of Oklahoma
North Texas State University
Texas A & M University

REGION VII - Iowa, Kansas, Missouri, Nebraska

Iowa State University
Kansas State University
Central Missouri State University
University of Missouri, Columbia
University of Missouri, Kansas City
University of Nebraska

REGION VIII - Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

Colorado State University
University of Wyoming

REGION IX - Arizona, California, Hawaii, Nevada, Guam, Trust Territories, and Samoa

Arizona State University
University of California, Berkeley
University of California, Los Angeles

REGION X - Alaska, Idaho, Oregon and Washington

Oregon State University
Washington State University

CANADA

Dalhousie University
The University of British Columbia
Universite de Montreal